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ABSTRACT

This document contains the National One to One Mentoring Partnership kit, designed to help users better understand what mentoring is and how they can support it in its many variations. The National One to One Mentoring Partnership is described as a new coalition mobilized to provide mentoring opportunities to youth, with the goal of giving every young person who might benefit from a mentoring relationship the opportunity to be matched with a caring partner by the year 1995. The kit briefly describes the Mentoring Partnership; presents a case for mentoring and examples of 14 issue-related mentoring programs already in existence; provides guidelines for corporations and organizations interested in joining the National One to One Mentoring Partnership; and describes ways to get involved in mentoring, along with names, addresses, and brief descriptions of resource organizations. Also included are two mentoring case studies and a number of anecdotal and statistical references that illustrate the crisis in youth development in the areas of school dropouts, functional illiteracy, youth unemployment, poverty, teenage pregnancy, substance abuse, juvenile crime, child abuse, and runaways. (NB)

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The National One to One Mentoring Partnership

Mobilizing a Success Strategy for America's Youth

Welcome to the National One to One Mentoring Partnership, convened by One to One and United Way of America. Our strategy for this partnership is a simple one, but one that offers great promise—for our nation, for our economy, but most of all for the future of our children. That strategy is to promote the concept of mentoring—to match young people with positive role models who can teach, by example, the skills our youth need to succeed in life.

Your willingness to join this exciting venture is most appreciated. With your help, we can do our part to fight against the alienation and despair that have deprived far too many American youth of a secure and productive future.

The National Partnership has an ambitious goal:

> By 1995, every young person who might benefit from a mentoring relationship will have the opportunity to be matched with a caring partner.

How You Fit In

Through your participation as a National Partner, you can help ensure we have enough mentors to meet this goal. You can do this by committing to:

- Make mentoring a high priority in your community, engaging the attention and commitment of key leaders.
- Increase the number of people who volunteer as mentors.
- Bring new leadership and financial resources into play to strengthen and expand mentoring programs.
- Stimulate the creation of new mentoring initiatives where they are needed.
- Incorporate entrepreneurial activities in mentoring programs, whenever possible, offering youth an opportunity to participate in the economy, to build self-esteem, and to help determine the course of their own future.

What Is the Partnership?

The National One to One Mentoring Partnership is a new coalition mobilized to provide mentoring opportunities to America's youth. The National Partnership is made up of leaders from a cross section of the country. Among the partners are representatives of business; government; organized labor; and professional, educational, civic, religious, and voluntary organizations.

One to One and United Way of America have jointly convened the Partnership because they believe this nation is at a crucial juncture in its history. Many American youth are now growing up in poverty and despair, alienated from mainstream society. Mentoring is one way to draw young people back into the mainstream and to empower them, by helping them develop the skills and self-esteem they need to succeed as adults. In addition to the social benefits we can derive from such an effort, we can also derive significant economic benefits. Mentoring can help the United States ensure that, despite a shrinking labor pool, our youth—*all* our youth—will have the skills they need to be productive workers.

David Kearns, chairman of Xerox Corporation, is chairing the Partnership. Nationally known leaders are being recruited to serve as vice chairs for their specific sectors of society. Each vice chair will, in turn, recruit colleagues to join the Partnership.

The vice chairs are seeking to recruit businesses and organizations such as yours, so that through your network of local affiliates, you can effectively support mentoring projects.

What This Kit Is About

This comprehensive kit has been developed to help you better understand what mentoring is and how you can support it in its many variations. The kit presents a case for mentoring and includes the following: detailed case studies of successful mentoring programs; implementation guidelines; and a lengthy resource guide.

Should you need additional information or assistance, the staff of One to One and United Way of America stand ready to help. You may contact them at:

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The Case For Mentoring

Why Mentoring Is Needed Now

A startling number of American young people today are being robbed of a secure, productive future because they are beginning life at a disadvantage—economically and socially. Nearly one-fourth of American children are poor or nearly poor, and suffer from cumulative obstacles that, without intervention, can prevent them from growing into self-sufficient adults. Often, these youth lack the resources they need to develop helpful social connections. Poverty alone does not explain why this lack occurs. But certain recent social developments do begin to explain it: the disintegration of the family, the feminization of poverty, the rise of single-parent households, and the flight of the middle class from the inner city—all contribute to young people's sense of social alienation and mistrust. Without positive, visible role models, these youth are at risk of becoming "disconnected" from society—unable to compete for jobs and lead productive lives.

Rather than develop their talents and energy, many of these youth will add to the country's already alarming level of human need; without job prospects, some of these youth may turn to crime as a source of income. In addition, with the United States facing a critical shrinkage of the labor pool in coming years, it is imperative that every youth be considered indispensable and be helped to develop viable work skills.

How Mentoring Can Help

Mentoring—the presence of caring individuals who, along with parents, provide youth with support, counsel, friendship, reinforcement, and constructive example—is a strategy that can help youth of all circumstances achieve.

Although few studies have researched mentoring in depth, a number of studies do support the important role concerned adults can play in helping young people achieve their potential.

Erwin Flaxman of the Institute for Urban and Minority Education at Columbia University conducted a study of mentoring for the Education Resource Information Center (ERIC) Clearinghouse on Urban Education, and concluded:

> "Throughout the country, mentoring has come to be considered a powerful way to provide adult contacts for youth who are isolated from adults in their schools, homes, communities, and workplaces."

Sociologist William Julius Wilson, in *The Truly Disadvantaged,* contends that adult models in the working and mainstream worlds are vital contacts for at-risk youth:

> "The very presence of these families... provides mainstream role models that can help keep alive the perception that education is meaningful, that steady employment is a viable alternative to welfare, and that family stability is the norm, not the exception."

Bernard Lefkowitz, in *Tough Change: Growing Up on Your Own in America,* citing his interviews with 500 at-risk youth for the Ford and Clark Foundations, found that caring adults were an important factor for the youth who survived the streets and went on to lead successful mainstream lives:

> "The intervention of a concerned adult cannot solve all the problems confronting poor families and their children, but what long-term intervention can do is establish a relationship based on sympathy and trust. The youngster has found someone who is willing to invest time and effort in his future. Now there is someone the young man or woman can be accountable to."

Mentoring is an effective strategy for addressing behaviors that result in problems such as drug abuse, teenage pregnancy, illiteracy, school dropout, unemployment, and welfare dependency. Mentoring is helpful in:

- Improving youngsters' self-esteem, so they are better prepared to excel and to reject such negative behaviors as substance abuse.
- Keeping young people in school.
- Helping young people improve their academic skills.
- Increasing young people's ability to seek and keep jobs.
- Enhancing parenting skills among the young.

How Mentoring Can Meet Individual Needs

Mentors can fill many roles. According to the joint United Way of America and Enterprise Foundation publication, *Partnerships for Success: A Mentoring Program Manual,* experience from other programs reveals four major tasks mentors can perform which are particularly valuable:

1. ***Establish Positive Personal Relationship With Youth.*** This is by far the mentor's most important task. Any subsequent success depends on the extent to which mentor and participant come to know, respect, and trust each other. The mentor needs to show genuine concern and consistent support for the youth's personal and career decisions. And the mentor must be prepared to maintain ongoing, regular contact with the youth.

By providing a close personal relationship, the mentor can help boost the youth's self-esteem—an important goal since *low self-esteem is at the root of many social and economic problems facing youth today.*

2. ***Help Young People Develop Life Skills.*** Mentors can help youth develop life-management skills which lead to economic independence and personal empowerment.

First, mentors can work with youth to accomplish specific goals, such as earning a high school diploma or getting a job. Second, mentors can help youth acquire and practice broader life-management skills such as decision-making, long-range planning, values clarification, and positive coping skills.

3. ***Assist in Case Management.*** Often the people most in need of social services are least able to gain access to them—they are often overwhelmed by the fragmented programs, multiple eligibility rules, and confusing array of services.

With training, mentors can become knowledgeable about the services available in the community. They then can act as guides and advocates, helping the youth and their parents make initial contact with social-service agencies, get appointments, and cut through red tape. Mentors can show youth how to become informed consumers of services instead of passive recipients.

4. ***Increase Young People's Ability to Interact With Other Social and Cultural Groups.*** Mentors can also help youth learn how to function more successfully in the business world and mainstream society.

Many youth rarely interact with people unlike themselves, or feel profoundly uncomfortable when they do. In addition, they often lack the contacts, behaviors, language, and skills needed to get ahead in the world at large. Mentors can help these youth broaden their outlook and learn how to navigate a variety of social and business situations.

Equipping young people with such skills is a delicate task. Mentors must not promote their own values as superior even when youth may lack widely accepted attitudes, behaviors, and social skills. Rather, mentors should be respectful of those differences and proceed, on the basis of that respect, to introduce the youth to the behaviors and attitudes needed to interact successfully in the workplace and the larger society.

What Does Mentoring Involve?

Older people have been mentors to the young throughout history, mostly through informal, spontaneous arrangements. According to the July-August 1978 *Harvard Business Review* article, "Everybody Who Makes It Has a Mentor," mentoring has always been an integral part of the career advancement of the business executive. Today, mentoring is emerging as a formal process, often used in conjunction with existing programs involving education, job training, or life skills.

Mentors have the ability to empower others. Good mentors are committed and consistent; through their behavior they let their youth know, "We're here for you." Through their close relationship with youth, mentors can provide youth with social opportunities that might not have been available otherwise.

At one time or other, a mentor may play many roles, including:

- Guide
- Cheerleader
- Confidant
- Sounding board
- Partner
- Coach
- Tutor
- Friend
- Listener
- Role model
- Self-esteem booster
- Wise and trusted teacher
- Visionary "seer"
- Brother/sister
- Link to other cultures, other attitudes, other behaviors

Qualities of a Mentor

Mentoring is a strategy that recognizes the potential in all individuals and empowers them to achieve. The following four elements are key factors in developing a productive relationship.

1. ***Respect for youth.*** Mentors must accept their partners as they are, recognize the achievements they have already made, and seek to maximize the skills they already have. Though a mentor may serve as a role model, a true mentor does not ask the youth to "be like me." A mentor says, "I will help you be whomever you wish to be." At the same time, mentors can work to support the fostering of new attitudes, behaviors, ambitions, and goals. Mentors should work with, but not replace, parents, teachers, or professional counselors.

2. ***Personal commitment.*** Mentors must be clear as to the time and extent of their commitment to the relationship and then stand by their word.

3. ***Willingness to listen.*** Listening, without being judgmental, to the youth is essential to a successful relationship. Mentors must be able to separate their own goals from the goals of the youth.

4. ***Openness.*** Mentors must acknowledge and understand their motivations for becoming involved in a mentoring relationship. The youth's welfare should direct the relationship.

Settings Where Mentoring Can Happen

Mentoring, as a human-development strategy, can enhance the programs of a variety of agencies and institutions. It can work successfully in conjunction with:

- ***Human-Service Agencies*** that deal with problems of illiteracy, homelessness, teenage pregnancy, job skills, and more.
- ***Volunteer Service/Civic Organizations*** whose members are concerned about the growing poverty problem and who want to become personally involved in finding solutions.
- ***Workplace Volunteer Programs*** whose members may be interested in starting their own mentoring effort or "adopting" a school or agency program.
- ***Schools and Colleges*** that believe mentoring can help youth improve learning.

Examples of Issue-Related Mentoring

DROPOUT PREVENTION PROGRAMS
Fact: Every day in America, 1,512 teenagers drop out of school.
—Children's Defense Fund

MARYLAND'S TOMORROW, Maryland—Established in 1988 by the Maryland General Assembly, this program provides comprehensive, year-round instruction and support to youth who are at risk of dropping out of school. Each of Maryland's 24 county school districts participates in the program in conjunction with the regional Private Industry Council. Through the program, at-risk youth work with mentors to enhance their basic skills, gain work experience, increase their motivation and leadership skills, and improve their academic standing.

BLACK ACHIEVERS, Columbus, Ohio—One goal of the YMCA's Black Achievers program is to decrease the number of low-income black youth dropping out of school and the number of black high-school graduates who are unemployed. At the same time, the program aims to increase the number of black youth pursuing post-high-school vocational or professional careers. The program consists of workshops, workplace tours and seminars, and a mentor/matching program, which connects adult volunteers with at-risk youth.

ONE ON ONE, Milwaukee, Wisconsin—This program is a partnership of the United Way of Greater Milwaukee and the Milwaukee community. Focusing on at-risk students in the sixth through eighth grades, One on One strives to keep youth/students in school by showing them the connection between educational achievement and economic self-sufficiency. The program pairs students in participating middle schools with mentors from a community organization or business. Youth specialists work with school staff to recruit student participants and serve as a link between the school, the family, the mentor, and the youth.

PROJECT MENTOR, Austin, Texas—This dropout prevention program was developed jointly by IBM and the Austin Independent School District. The program brings in experts to help mentors understand: how children develop; how to communicate with youth; what conditions young people face in today's society; and how to interact with youth in a mentoring relationship. Mentors are recruited through businesses involved in adopt-a-school partnerships with Austin schools, as well as from the University of Texas and various government, civic, and religious organizations.

NEW YORK STATE MENTORING PROGRAM, New York—The New York State Mentoring Program (NYSMP) was founded and is chaired by Matilda Cuomo, first lady of New York. NYSMP promotes mentoring as a viable strategy for helping elementary and middle-school youngsters make a successful transition from childhood to adulthood. The program recruits and trains mentors; highlights successful mentoring programs throughout the state; provides technical assistance to new and existing mentoring programs; and coordinates a 1-800-82-MENTOR hotline number to provide information to parents, teachers, and students. The program has also formed a school Superintendents' Advisory Committee on Mentoring consisting of 15 representatives from across the state. The committee's goal is to implement a mentoring program in every sixth grade throughout the state.

MENTORS, INC., Washington, D.C.—Founded in 1989, Mentors, Inc., has brought together 650 students and mentors to work toward a specific goal: graduation from high school. The program identifies students with the potential to graduate and continue on to higher education. Mentors, paired on the basis of mutual professional interests, personality, and individual preferences, meet some basic needs of their students: the need to be heard and understood and the need for a one-to-one relationship.

THE XAVIER PROJECT, New Orleans, Louisiana—The Xavier Project was created by Xavier University, a historically black university in Louisiana. The program provides middle-school students with a view of the potential risks they will encounter during the transition from adolescence to adulthood. The program has three components: on-campus tutoring; Big Buddy (informal interactions between mentors and middle-school students which occur off-campus); and weekly informational workshops. The children participating in the program attend the Workshop Way School, an alternative school in New Orleans. Twenty Xavier students act as mentors to the entire sixth, seventh, and eighth grades, three students to a mentor.

SUBSTANCE ABUSE PREVENTION

Fact: Every day in America, 211 children are arrested for drug abuse.
—Children's Defense Fund

PROJECT LEAD, Washington, D.C.—Project LEAD (Links Erase Alcohol and Drug Abuse), developed to combat drug usage, teenage pregnancy, and sexually transmitted disease among high-risk black youth, is a project of The Links, Inc., a national, predominantly black women's service organization. The project brings together community organizations and individuals who develop ways to help at-risk teens avoid drug and alcohol use and adolescent pregnancy. The program also helps youth clarify their values, learn to make responsible decisions, solve problems, plan for the future, and boost their self-esteem.

SELF-SUFFICIENCY

Fact: Every day in America, 27 children die of causes related to poverty.
—Children's Defense Fund

R.E.A.D.Y., Newark, New Jersey—R.E.A.D.Y. (Rigorous Educational Assistance for Deserving Youth) operates under the auspices of the Boys' and Girls' Club of Newark. This program recruits mentors to help disadvantaged Newark youth become productive members of society. Youth begin the program at age 6 and continue their involvement through college. These youth attend classes stressing English language, etiquette, entrepreneurship, and ethics. The mentors, who are recruited from local companies, businesses, and universities, enhance students' learning skills and provide the support of a caring adult.

PREGNANCY PREVENTION

Fact: Every day in America, 2,795 teens become pregnant.
—Children's Defense Fund

TEEN COMPANION PROGRAM, South Carolina—This program, which operates in 27 counties, helps adolescents avoid becoming pregnant by pairing youth in mentoring relationships. Teens attend weekly mentoring sessions where they receive encouragement to remain in school and become self-sufficient. In addition, the mentors, parents, and teens meet on a regular basis to strengthen the parent/child relationship and to enhance communication.

Other Issue-Related Mentoring Programs

PARENTING

YOUNG PARENTS SUPPORT, Portland, Maine—Reducing the incidence of child abuse is the aim of the Young Parent Support Component of Portland's Foster Grandparent Program. Through the program, older women are often matched with pregnant teenagers prior to the birth of their child. These older women remain in contact with the young mothers as long as such help is desired, visiting once a week to provide support, parenting training, and friendship.

EMPLOYMENT

PARTNERS FOR SUCCESS MENTOR PROGRAM, Washington, D.C.—Partners for Success is a project of Enterprise Jobs of Washington, with funding from the U.S. ACTION Agency and the General Electric Foundation. The program supports and assists hard-to-employ jobseekers in setting and achieving both professional and personal goals. Its goal is to increase job retention of those involved in the program. Partners for Success pairs applicants with volunteers who, through weekly personal contact, develop strong one-to-one relationships and serve as support systems and mentors.

FRIENDSHIP

KIDS AT SEA, San Diego, California—Through Kids at Sea, 20 schools in San Diego have established mentoring programs with individual naval commands. For example, naval personnel stationed on the USS *Bristol County*, an 8,300-ton tank landing ship, volunteer to work with students of nearby Montgomery Junior High School. The Bristol County's crew, like volunteers from other ships, serve as career counselors, role models, and tutors for students. The mentoring relationship continues even when ships are deployed to a foreign port. At such time, the mentors begin a pen-pal program, so students are assured of a continuing relationship and, at the same time, receive valuable lessons in writing and geography.

CULTURAL ENRICHMENT

LAS MADRINAS MENTORING, New York, New York—Las Madrinas Mentoring is a project of HACER Inc., Hispanic Women's Center. Through the program, mentors work with girls aged 10 through 16 to help them complete their education in good academic standing, learn about their cultural heritage, and develop self-confidence and career awareness. The program stresses mentor relationships that include the girls' families and active parental involvement. The program's philosophy stems from Hispanic tradition and seeks to match mentors with girls who share a similar culture.

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Your Corporation's Role

Leading the Way

In joining the National One to One Mentoring Partnership, your organization has made a commitment to lead the way in this most important venture.

Specifically, you have committed to lead the way by:

- —Creating and implementing an action plan in support of mentoring that your national headquarters can implement.
- —Creating and implementing an action plan that will encourage and assist your networks of local affiliates or operating units to get involved.
- —Reaching out to your peers to stimulate their interest and involvement.

Getting Involved

In order to fulfill your leadership commitment, you will need to engage in a systematic process of learning, planning, and implementing—similar to the process your company follows in introducing a new product or program. By following this process, you will build a foundation for your national headquarters' program. In addition, you will set an example for your local affiliates and operating units—an example that will encourage them to develop and implement programs suitable for their own communities.

The first step in getting involved is to thoroughly understand what mentoring is, and to understand the many ways in which mentoring programs can be—and are being—successfully carried out. This kit includes basic information about mentoring and offers examples of successful mentoring programs; it also lists many resource materials. Take the time to thoroughly review these materials and to talk with individuals in your community who are actually engaged in mentoring. Learn how their programs work and what makes them successful.

In this section of the kit, you will learn the five basic ways that business can get involved in mentoring. Then, you will get step-by-step guidelines for implementing a mentoring program in your organization.

How Your Business Can Get Involved

Mentoring programs take two basic forms. The first type of mentoring program focuses on the relationship between the mentor and young person—and on the personal support and friendship that result. In the second type of mentoring program, the relationship is key to addressing specific goals, such as building academic or workplace skills, reducing teen pregnancy, and helping youth make the transition to independent living.

Your organization needs to decide which type of mentoring program—the friendship-oriented program or the goal-oriented program—better suits your needs. Once you have decided that, you will choose among a number of ways your organization can get involved. You can support a mentoring program by:

—Encouraging and assisting all employees to volunteer as mentors.

—Providing needed resources—leadership, funding, in-kind services, technical expertise—to strengthen existing mentoring programs.

—Sponsoring new mentoring initiatives in communities where such initiatives are needed.

—Providing new entrepreneurial opportunities for young people who are partners in mentoring relationships.

—Coordinating and leading local efforts to raise public awareness of the importance of mentoring.

Encouraging Employee Involvement—To meet our national mentoring goal, businesses such as yours must respond by enthusiastically encouraging and enabling employees to volunteer as mentors. From the executive suite to the boiler room, from the assembly line to the research lab, every employee is a potential mentor.

As with other forms of employee volunteering, mentoring offers unique benefits: it's good for the community, for the employees who volunteer, and for your company.

Your community gains a new source of volunteer talent and energy.

Your employees gain an opportunity to test and practice new skills, to grow as individuals, and to enter into mutually beneficial, helping relationships.

Your company benefits because employees who volunteer tend to be more productive, better motivated, and more loyal than those who are not given the opportunity. Moreover, your company's image in the community is enhanced because the public sees that your organization supports an effort that benefits the entire community. And finally, your company is helping to solve a problem that directly affects the company's ability to remain successful.

There are a number of ways you can encourage your employees to get involved as mentors and support their efforts.

- Demonstrate your senior management's personal commitment to mentoring. For example, encourage your senior managers to serve on the boards of national or local mentoring programs, to help create a local mentoring Leadership Council, or to volunteer as a mentor. By getting senior managers involved, you will help create a company-wide atmosphere that values employee involvement.
- Promote specific mentoring opportunities through your company's internal communications system. Your local volunteer center or United Way can help identify such opportunities.
- Form a partnership with a local mentoring program to recruit, train, and place your employees as mentors.

- Consider offering released time for employees who mentor, perhaps matching an hour of company time for every hour an employee volunteers. (Companies that offer released-time options find that involved employees remain highly productive and make better use of their time.)
- Recognize employees who mentor by developing special awards programs, running articles about employee/mentors in company newsletters; and by noting an employee's involvement in his or her permanent personnel record. (Encourage employees to tell the story of their own involvement, both through company-sponsored programs and through their own initiative.)
- Invite representatives from local mentoring programs to come into your facilities to recruit and orient volunteers.
- Make mentoring a high-priority activity in your community relations and employee volunteer programs for the next five years.
- Provide all employees with information about why mentoring is important and how they can get involved.

Strengthen Existing Mentoring Programs—Thousands of mentoring programs are now operating in the United States, and most are doing an excellent job. Nevertheless, they could do much more if they had additional resources. You can help strengthen such programs by:

- Encouraging employees to serve in non-mentoring roles. (For example, employees could serve on the boards of directors of mentoring programs, help recruit volunteers for those programs, and help raise program funding.)
- Using your company's influence in the community to focus attention on mentoring programs—including the programs' accomplishments and needs.
- Providing special funding to mentoring programs to help them build organizational capacity.
- Offering in-kind services and technical expertise, including trainers, counselors, bookkeepers, computer services, graphic artists, writers, etc.
- Providing company advertising space or time to recognize and call public attention to existing programs.

Sponsor New Mentoring Initiatives—New mentoring initiatives are needed to bridge current gaps in service. The most successful new initiatives will be based upon partnerships between youth-serving organizations or schools (which can identify youths in need of mentors) and "resource organizations," such as businesses, labor unions, churches, and civic groups (which can recruit mentors and provide other resources).

Such new initiatives offer your organization the opportunity to tailor a program that meets your specific needs and interests. The following are just a few examples of how other businesses have tailored programs to reflect their needs.

- Goldman, Sachs & Co. has teamed up with Big Brothers/Big Sisters of America to design a new "team approach" to the traditional Big Brother/Big Sister relationship. The new program reflects the unique interests and working conditions of Goldman, Sachs employees.
- Fannie Mae in Washington, D.C., has joined in a partnership with a local high school to provide mentors for students identified as having the potential to go on to college.

- Dayton Hudson, working with local youth-serving agencies in Minnesota and Michigan, has developed the Jobs Plus program. Under the program, Dayton Hudson matches experienced employees with single mothers, aged 16 to 21, whom the company has hired for entry-level jobs. The experienced employees, called partners, help the mothers by serving as friends, role models, and sources of feedback and support.
- Procter & Gamble Co. employees in Cincinnati are among the more than 150 one-on-one mentoring matches made through Project Aspire, which is run in partnership with Woodward High School.

Creating Entrepreneurial Initiatives—While mentoring cannot solve all problems facing our youth, it can give them an opportunity to participate in our economic system through entrepreneurial activities. For example, at Jersey Mike's restaurant in Newark, New Jersey, inner-city youth are learning to manage and operate—and earn ownership in—a successful small business. At the same time, they are learning essential business and workplace skills. And in Washington, D.C., students at Woodson Junior High School are the creators and operators of a "mini-mall" of service businesses and shops located in the school's recreation center.

Your organization, too, can seek new ways to make important entrepreneurial opportunities available to youth through unique mentoring programs. Perhaps your organization could:

- Offer special employment opportunties or franchises in which young people could earn a stake in the ownership.
- Provide the necessary capital or technical assistance to young people so they, in turn, could supply a needed resource or service to your company.
- Provide equity ownership opportunities to successful youth engaged in your company's mentoring program or youth nominated by their employee mentor.

With a little imagination, your organization could find the best way to provide entrepreneurial opportunities that suit your company's needs.

Provide Leadership for the Community—A key element in One to One's national strategy, in partnership with United Way of America, is to create local "leadership councils" that plan and execute a coordinated, local approach to mentoring. Such councils include leaders from every segment of the community, including business, organized labor, education, neighborhood groups, religious groups, and civic clubs. Through the councils, these leaders work together to involve more people as mentors, to strengthen and expand mentoring efforts, to provide greater entrepreneurial opportunities, and to raise community awareness of the need for mentoring.

Because your company already occupies a visible leadership position in the communities where you do business, your organization can play a key, catalytic role in creating new Leadership Councils.

IMPLEMENTATION GUIDELINES

Committing to Excellence

Mentoring is a serious approach to a serious problem: the growing disconnection of young people from the mainstream of American society. As a One to One national partner, you have committed to encouraging your most important resource—your people—to join in caring relationships with our nation's most important resource—our youth. Your commitment must carry with it a corresponding commitment to excellence.

In striving for that excellence, your organization can benefit from examining the common elements that successful mentoring programs share. Those elements include:

- **Careful planning and good management.** Mentoring takes time, patience, and adequate resources to support both the adult mentors and the youth involved in a program. Therefore, your business must be willing to invest the resources required for a program to succeed and to offer adequate support, whether on its own or in partnership with an existing program.
- **Emphasis on a strong relationship between mentors and youths.** In recruiting volunteers, your organization needs to ensure that potential volunteers are prepared to make a serious commitment to mentoring. (Many programs require a year's commitment.) In addition, during the initial program planning, you will need to involve the young people taking part in the program, as well as their parents. That way, you reinforce their contribution to the program and to their individual mentoring relationship.
- **Clearly stated goals.** From the outset, you need to establish a clear set of goals that provide a framework within which individual relationships can develop. Both mentors and youth need to understand the purpose of the match and the anticipated outcome.
- **Preparation through skills training.** You will need to work with a local mentoring organization to provide training for both the mentor and youth so they will be able to participate effectively in a mentor relationship. In addition, you will need to provide them with appropriate support services throughout their relationship. Mentors need to know where to turn when young people or their families need help in resolving problems that are beyond the scope of the mentoring relationship.
- **Effective screening and matching of mentors and youth.** You will need to set up a means for identifying employees who can be effective mentors and matching them to youths who can most benefit from the mentors' unique talents. Understand, however, that not every adult can successfully serve as a mentor. Nor can every need of disconnected young people be met through mentoring. Employees who do not wish to serve as mentors, but who nonetheless want to get involved, can volunteer to support other aspects of a mentoring program.

- **Involving, as volunteers, people from all segments of society.** By recruiting volunteers from all segments of society, from all walks of life, you help ensure a good fit between mentor and youth.
- **Having a broad definition of success.** Success can be defined in many ways. Perhaps the most important way a mentor can help a youth is by demonstrating maturity and showing how a mature, balanced view of life can lead to empowerment. Effective mentors—ones who can help youth develop into responsible, successful adults—bring a variety of qualities to the relationship.

Developing a mentoring program committed to excellence takes time and perseverance. Yet the return on that investment is great. As Secretary of Labor Elizabeth Dole notes, "Through mentoring, individuals can keep kids in school, turn young lives around,... improve the quality of our work force, and ensure America's continued economic competitiveness."

Getting Started

At this point, you've made the commitment to support mentoring, examined the elements common to successful mentoring programs, and made a commitment to excellence. Now, you are ready to introduce the concept to your organization. To get a mentoring program off and running, you still have to lay some groundwork and do some planning specific to your organization. On this page, and in the pages to follow, you will be guided, step-by-step, through the planning stages.

STEP 1

Make your personal commitment known to your senior management and to your employees. The most important element of success in efforts to involve workers as volunteers is the visible, credible support of the CEO and top management. Personal involvement as a volunteer—whether on the board of a mentoring program, as a mentor, or in some other capacity; participation in activities which focus attention on mentoring within the company; personal recognition of workers who volunteer—all of these are ways of building an atmosphere that values worker involvement.

STEP 2

Designate a member of senior management to oversee the development and implementation of your corporate mentoring program. In selecting a senior manager to oversee the program, choose someone who is widely respected and valued within the company. Consider a senior manager in community relations or human resource management and development, or a senior manager of an operating unit. By assigning such responsibility to a senior manager, you clearly demonstrate to employees that you consider mentoring to be a high priority within your organization.

STEP 3

Learn about the needs of young people in your community and how mentoring might help meet those needs. Local youth service organizations, schools, and the juvenile justice system can provide the information you need. Ask those who know—social workers, teachers, counselors, judges—this question: "How many young people in our community could benefit from a mentoring relationship with a caring adult?"

STEP 4

Assess local resources and needs. In many of the communities in which you do business, mentoring programs are already in place. Such programs may be part of a school system or an activity of a youth-serving organization. Often, a school dropout prevention effort or a job-training program has a mentoring component.

The existence of such programs is not an assurance that the job is being done fully. For example, Big Brothers/Big Sisters of America has an annual waiting list of some 40,000 young people for whom there are no volunteers.

Pick a representative sample of the communities in which you do business and undertake a local assessment of the programs operating in those communities. Find out what the needs of these programs are. Your United Way or volunteer center can help you in your undertaking. The results of your assessments can help you determine how best your company can contribute to existing mentoring efforts or in initiating new efforts.

STEP 5

From a national perspective, assess your company's resources with regard to mentoring. Begin by looking at the ways in which your company and employees already are involved in community and voluntary activities. Many companies have benefited from surveying employees to determine the types of volunteer activities they are engaged in and to discover the employees' interests and priorities.

Look for ways to link mentoring with your organization's current voluntary activities. For example, your company may already have "adopted" a school and you may be able to explore mentoring opportunities through that avenue. Or perhaps a number of your employees are involved with Big Brothers/Big Sisters. Or you may discover a reservoir of interest in volunteering that you did not know existed among your employees.

Look at other resources within your organization. Mentoring programs need funding, technical assistance, and other forms of community support. Explore such questions as: Can funding of mentoring efforts become a priority for your corporate contributions program? Can your organization's training and internal development staff be made available to help mentoring programs? Do you have excess equipment you could donate to mentoring programs?

What opportunities can you make available to young people who are partnered in a mentoring relationship? Perhaps your company has part-time or entry-level jobs for which those young people can qualify. Or, if you offer personal development and remedial skill training to your employees, you might consider inviting youth to take part in that training. Another alternative to consider is contributing to a scholarship fund for young people mentored by your workers.

STEP 6

Determine how your company's interests can best be served through participation in mentoring. Some companies, for example, are most concerned with technical education. They might choose to mentor students in vocational or technical high schools, emphasizing skill development and apprenticeship activities. Others will wish to emphasize certain age groups, or young people with particular needs. Some may want to bring their employees together in team situations to help them develop skills in working cooperatively. Others will want to participate in high visibility activities that will reinforce their image as a concerned citizen of the community.

The best employee volunteer programs are those that are good for the community, for the workers who volunteer, and for the company itself.

Developing a Plan

Approach your company's involvement in mentoring as you would any other new business activity: by thinking strategically, by establishing a realistic goal, and by laying out a systematic plan for implementation and evaluation.

STEP 1

Set a goal for your involvement. Begin by agreeing on a goal that is measurable and achievable. Perhaps your goal is to offer every employee an appropriate opportunity to become a mentor. Or, you might want to "adopt" a mentoring program in every community in which you have facilities—providing volunteers, funding, and other types of support. As with any business activity, a specific goal will serve as a motivating force and a means for measuring success.

STEP 2

Develop prototypes. You may wish to begin with one or more prototype programs, perhaps in the headquarters office or in a sample of company facilities. By starting small, you can experiment with different approaches, learn what works and what does not, and set examples for the rest of the company to follow.

STEP 3

Decide how to introduce the program. Should you choose not to begin with formal prototypes, you still will need to develop a systematic way to introduce the program throughout your organization. Don't try to begin everywhere at once; doing so is likely to overburden your support capabilities and lead to problems you could easily avoid. At the same time, your introduction need not take a long time; be realistic as you would with any other business endeavor.

STEP 4

Present your plan to local managers. If your company is like most, the managers of your local facilities have a fair degree of autonomy, especially with regard to their participation in community-service programs. Thus, you need to make clear your desire that the managers get involved in mentoring. Convey your belief that their involvement will contribute directly to your company's bottom-line results. Also, make clear you intend to formally recognize—and reward—their efforts.

STEP 5

Offer managers help in planning and implementing their efforts. Managers of your local facilities will benefit if you offer them a step-by-step process for planning and implementing their local efforts. That process should reflect the process you and your senior management will go through: from making your commitment known, to assessing local needs and resources, to developing an action plan. A key element of the local implementation process will be identifying one or more local mentoring organizations that can serve as partners.

Identifying and Providing Resources

STEP 1

Build partnerships with other organizations. The most successful mentoring programs are those in which a "resource organization"—such as your company—teams up with an organization skilled in working with young people. Together, your two organizations can pool the resources needed for greatest impact.

Several national organizations can help you find suitable partners on a national level. One to One and United Way of America will be happy to provide you with information as to whom to contact. In addition, on the local level, you can find local organizations, such as schools, that are not affiliated with any national group but that offer mentoring services. If you would like to identify local organizations as potential partners, you can contact your United Way or volunteer center for help.

Another option is to consider joining with another business as a partner in a mentoring program. For example, you might encourage one of your major suppliers to join with you. Or perhaps you could offer one of your customers the added service of involving their employees in your mentoring activities.

STEP 2

Provide mentoring program support services. Everyone involved in your company's mentoring effort will require support. For instance, local managers will need how-to information, technical assistance, and ongoing troubleshooting. Workers who volunteer to serve as mentors will need training so that their work is both effective and personally satisfying. Local mentoring programs or your United Way may be able to provide many support services. In all likelihood, however, as with any new initiative, your involvement in mentoring will require staff support.

Sharing information about the program with employees is another way you can support your mentoring program. Use company-wide publications, memos, and other existing forms of internal communications to share this information. Also, as noted earlier, develop a means for recognizing and rewarding those employees who take part in the program. Consider, too, offering employee/volunteers released time from work (perhaps one or two hours a week) to match the personal time they commit.

Finally, ensure you have budgeted a reasonable amount to cover internal costs for implementing your program and to support local mentoring efforts.

Assessing and Evaluating

Before implementing your program, decide what aspects of your program you wish to evaluate. Certainly, you will want to document that your management and implementation process is both workable and highly effective. You also will want to collect and assess quantitative results, such as how many employees are involved and how many young people now have mentors as a result of your efforts.

You may also want to collect information about the impact your company's involvement is having on young people and on the employees who volunteer. For example, you might want to compare how well young people scored on self-esteem or academic performance before and then again after getting involved in your mentoring efforts. In addition, through employee surveys, you might want to compare how employees felt toward your company, their job, and their community before and after they became involved in mentoring. And if your mentoring efforts are designed to have high visibility in the community, you might want to measure public attitudes toward your company both before and after you've implemented your program.

A Final Word

Throughout this kit, you will find resource materials and information on organizations that can help you implement your One to One mentoring initiative. Additionally, the staff of One to One and United Way of America, with assistance from local United Ways, are prepared to help in every way to support your efforts—by sharing information, providing technical assistance, and encouraging networking among the national partners.

No one approach or model exists that is "right" for every national partner. As noted earlier, you will need to develop a program that fits your organization's specific needs and interests. Indeed, the diversity that will result when each national partner forges a unique approach will serve to strengthen the mentoring concept.

Your commitment, your caring, and your creative energy will determine our partnership's ultimate success. Thank you for joining in this critically important new movement. One to One, we can make a difference.

Your Organization's Role

Leading the Way

In joining the National One to One Mentoring Partnership, your organization has made a commitment to lead the way in this most important venture.

Specifically, you have committed to lead the way by:

- Creating and implementing an action plan in support of mentoring that your national headquarters can implement.
- Creating and implementing an action plan that will encourage and assist your networks of local affiliates or operating units to get involved.
- Reaching out to your peers to stimulate their interest and involvement.

Getting Involved

In order to fulfill your leadership commitment, you will need to engage in a systematic process of learning, planning, and implementing. By following this process, you will build a foundation for your national headquarters' program. In addition, you will set an example for your local affiliates and operating units—an example that will encourage them to develop and implement programs suitable for their own communities.

The first step in getting involved is to thoroughly understand what mentoring is, and to understand the many ways in which mentoring programs can be—and are being—successfully carried out. This kit includes basic information about mentoring and offers examples of successful mentoring programs; it also lists many resource materials. Take the time to thoroughly review these materials and to talk with individuals in your community who are actually engaged in mentoring. Learn how their programs work and what makes them successful.

In this section of the kit, you will learn the five basic ways that organizations can get involved in mentoring. Then, you will get step-by-step guidelines for implementing a mentoring program in your own organization.

How Your Organization Can Get Involved

Mentoring programs take two basic forms. The first type of mentoring program focuses on the relationship between the mentor and the young person—and on the personal support and friendship that result. In the second type of mentoring program, the relationship is key to addressing specific goals, such as building academic or workplace skills, reducing teen pregnancy, and helping youth make the transition to independent living.

Your organization needs to decide which type of mentoring program—the friendship-oriented or the goal-oriented program—better suits your needs. Once you have decided that, you will choose among a number of ways your organization can get involved. You can support a mentoring program by:

- —Encouraging and assisting all members to volunteer as mentors.
- —Providing needed resources—leadership, funding, in-kind services, technical expertise—to strengthen existing mentoring programs.
- —Sponsoring new mentoring initiatives in communities where such initiatives are needed.
- —Providing new entrepreneurial opportunities for young people who are partners in mentoring relationships.
- —Coordinating and leading local efforts to raise public awareness of the importance of mentoring.

Encouraging Member Involvement—To meet our national mentoring goal, organizations such as yours must respond by enthusiastically encouraging and enabling members to volunteer as mentors.

As with other forms of volunteering, mentoring offers unique benefits: it's good for the community, for those who volunteer, and for your organization.

Your community gains a new source of volunteer talent and energy.

Your members gain an opportunity to test and practice new skills, to grow as individuals, and to enter into mutually beneficial, helping relationships.

Your organization benefits because its members become energized by taking part in direct community problem-solving efforts. Moreover, your organization's image in the community is enhanced because the public sees that your organization supports an effort that benefits the entire community. And finally, your organization is helping to solve a significant community problem.

There are a number of ways you can encourage your members to get involved as mentors and support their efforts.

- Demonstrate that the leaders of your organization are personally commited to mentoring. For example, encourage these leaders to serve on the boards of national or local mentoring programs, to help create a local mentoring leadership council, or to volunteer as mentors. By getting your leadership involved, you will help create a organizationwide atmosphere that values member involvement.
- Promote specific mentoring opportunities through your organization's internal communications system. Your local volunteer center or United Way can help identify such opportunities.
- Form a partnership with a local mentoring program to recruit, train, and place your members as mentors.

- Recognize members who mentor by developing special awards programs; by running articles about member/mentors in organization newsletters; and by noting a member's involvement in his or her permanent personnel record. (Encourage members to tell the story of their own involvement, both through organization-sponsored programs and through their own initiative.)
- Invite representatives from local mentoring programs to come into your facilities to recruit and orient volunteers.
- Make mentoring a high-priority activity in your community service program for the next five years.
- Provide all members with information about why mentoring is important and how they can get involved.

Strengthen Existing Mentoring Programs—Thousands of mentoring programs are now operating in the United States, and most are doing an excellent job. Nevertheless, they could do much more if they had additional resources. You can help strengthen such programs by:

- Encouraging members to serve in non-mentoring roles. (For example, members could serve on the boards of directors of mentoring programs, help recruit volunteers for those programs, and help raise program funding.)
- Using your organization's influence in the community to focus attention on mentoring programs—including the programs' accomplishments and needs.
- Providing special funding to mentoring programs to help them build organizational capacity.
- Offering in-kind services and technical expertise, including trainers, counselors, bookkeepers, computer services, graphic artists, writers, etc.

Sponsor New Mentoring Initiatives—New mentoring initiatives are needed to bridge current gaps in service. The most successful new initiatives will be based upon partnerships between youth-serving organizations or schools (which can identify youths in need of mentors) and "resource organizations," such as businesses, labor unions, churches, nonprofit organizations, and civic groups (which can recruit mentors and provide other resources).

Such new initiatives offer your organization the opportunity to tailor a program that meets your specific needs and interests. The following are just a few examples of how other organizations have tailored programs to reflect their needs.

- ***CHAMP, Birmingham, Alabama***—Operating in the Kingston Housing Project, one of the most problem-plagued areas of Birmingham, CHAMP is designed to help young people cope with the problems that result from unemployment, drugs, illiteracy, teen pregnancy, and dropping out of school. CHAMP provides 12- to 16-year-olds with mentoring relationships to increase their self-esteem, cultivate positive attitudes, recognize opportunities for a rewarding future, and work toward becoming an integral part of their community.

- ***PROJECT HELP, Baltimore, Maryland***—Through Project Help, men from the congregation of New Shiloh Baptist Church in Baltimore serve as mentors for boys with adjustment problems. To qualify as mentors, the men must have attended church for at least one year and have been screened by the minister. Once selected, they are matched in one-to-one group settings with young men from three area middle schools. Guidance counselors at the schools refer the boys. Each month, the mentors and their boys gather to watch and discuss a film with a moral dilemma theme.

Create Entrepreneurial Initiatives—While mentoring cannot solve all problems facing our youth, it can give them an opportunity to participate in our economic system through entrepreneurial activities. For example, at Jersey Mike's restaurant in Newark, New Jersey, inner-city youth are learning to manage and operate—and earn ownership in—a successful small organization. At the same time, they are learning essential organization and workplace skills. And in Washington, D.C., students at Woodson Junior High School are the creators and operators of a "mini-mall" of service organizations and shops located in the school's recreation center.

Your organization, too, can seek new ways to make important entrepreneurial opportunities available to youth through unique mentoring programs.

Provide Leadership for the Community—A key element in One to One's national strategy, in partnership with United Way of America, is to create local "leadership councils" that plan and execute a coordinated, local approach to mentoring. Such councils include leaders from every segment of the community, including business organizations, organized labor, education, neighborhood groups, religious groups, and civic clubs. Through the councils, these leaders work together to involve more people as mentors, to strengthen and expand mentoring efforts, to provide greater entrepreneurial opportunities, and to raise community awareness of the need for mentoring.

Your organization can play a key role in establishing Leadership Councils by serving as a focal point and convenor of interested groups. You could help initiate planning and provide ongoing leadership for the council. You may be interested in creating a Leadership Council or in encouraging leaders within your network to create one. If so, the first step is to call One to One's national office to coordinate your efforts with others that might already be underway in your community.

IMPLEMENTATION GUIDELINES

Committing to Excellence

Mentoring is a serious approach to a serious problem: the growing disconnection of young people from the mainstream of American society. As a One to One national partner, you have committed to encouraging your most important resource—your members—to join in caring relationships with our nation's most important resource—our youth. Your commitment must carry with it a corresponding commitment to excellence.

In striving for that excellence, your organization can benefit from examining the common elements that successful mentoring programs share. Those elements include:

- **Careful planning and good management.** Mentoring takes time, patience, and adequate resources to support both the adult mentors and the youth involved in a program. Therefore, your organization must be willing to invest the resources required for a program to succeed and to offer adequate support, whether on its own or in partnership with an existing program.
- **Emphasis on a strong relationship between mentors and youth.** In recruiting volunteers, your organization needs to ensure that potential volunteers are prepared to make a serious commitment to mentoring. (Many programs require a year's commitment.) In addition, during the initial program planning, you will need to involve the young people taking part in the program, as well as their parents. That way, you reinforce their contribution to the program and to their individual mentoring relationship.
- **Clearly stated goals.** From the outset, you need to establish a clear set of goals that provide a framework within which individual relationships can develop. Both mentors and youth need to understand why they are being matched and what is expected of them.
- **Preparation through skills training.** You will need to work with a local mentoring organization to provide training for both the mentor and youth so they will be able to participate effectively in a mentor relationship. In addition, you will need to provide them with appropriate support services throughout their relationship. Mentors need to know where to turn when young people or their families need help in resolving problems that are beyond the scope of the mentoring relationship.
- **Effective screening and matching of mentors and youth.** You will need to set up a means for identifying members who can be effective mentors and matching them to the youths who can most benefit from the mentors' unique talents. Understand, however, that not every adult can succesfully serve as a mentor. Nor can mentoring solve every need of our disconnected young people. Members who do not wish to serve as mentors, but who nonetheless want to get involved, can volunteer to support other aspects of a mentoring program.

- **Involving, as volunteers, people from all segments of society.** By recruiting volunteers from all segments of society, from all walks of life, you help ensure a good fit between mentor and youth.
- **Having a broad definition of success.** Success can be defined in many ways. Perhaps the most important way a mentor can help a youth is by demonstrating maturity and showing how a mature, balanced view of life can lead to empowerment. Effective mentors—ones who can help youth develop into responsible, successful adults—bring a variety of qualities to the relationship.

Developing a mentoring program committed to excellence takes time and perseverance. Yet the return on that investment is great. As Secretary of Labor Elizabeth Dole notes, "Through mentoring, individuals can keep kids in school, turn young lives around,... improve the quality of our work force, and ensure America's continued economic competitiveness."

Getting Started

At this point, you've made the commitment to support mentoring, examined the elements common to successful mentoring programs, and made a commitment to excellence. Now, you are ready to introduce the concept to your organization.

To get a mentoring program off and running, you still have to lay some groundwork and do some planning specific to your organization. On this page, and in the pages to follow, you will be guided, step-by-step, through the planning stages.

STEP 1
Make your personal commitment known to your organization's leadership and to your members. The most important element of success in efforts to involve members as volunteers is the visible, credible support of the top leadership. Personal involvement as a volunteer—whether on the board of a mentoring program, as a mentor, or in some other capacity; participation in activities which focus attention on mentoring within the organization; personal recognition of members who volunteer—all of these are ways of building an atmosphere that values member involvement.

STEP 2
Ask a leader within your organization to oversee the development and implementation of your organization's mentoring program. Whether salaried or a volunteer, the leader you select needs to be highly visible and respected. That person's job is to serve as the focal point for your organization's overall effort, drawing together the interest and energies of your entire organization.

STEP 3
Learn about the needs of young people in your community and how mentoring might help meet those needs. Local youth service organizations, schools, and the juvenile justice system can provide the information you need. Ask those who know—social workers, teachers, counselors, judges—this question: "How many young people in our community could benefit from a mentoring relationship with a caring adult?"

STEP 4
Assess local resources and needs. In many of the communities in which your organization operates, mentoring programs are already in place. Such programs may be part of a school system or an activity of a youth-serving organization. Often, a school dropout prevention effort or a job-training program has a mentoring component.

The existence of such programs is not an assurance that the job is being done fully. For example, Big Brothers/Big Sisters of America has an annual waiting list of some 40,000 young people for whom there are no volunteer mentors.

Pick a representative sample of the communities in which your organization operates and undertake a local assessment of the programs operating in those communities. Find out what the needs of these programs are. Your United Way or volunteer center can help you in your undertaking. The results of your assessments can help you determine how best your organization can contribute to existing mentoring efforts or in initiating new efforts.

STEP 5

From a national perspective, assess your organization's resources with regard to mentoring. Begin by looking at the ways in which your organization and members already are involved in community and voluntary activities. Many organizations have benefited from surveying members to determine the types of volunteer activities the members are engaged in and to discover the members' interests and priorities.

Look for ways to link mentoring with your organization's current voluntary activities. For example, your organization may already have "adopted" a school and you may be able to explore mentoring opportunities through that avenue. Or perhaps a number of your members are involved with Big Brothers/Big Sisters. Or you may discover a reservoir of interest in volunteering that you did not know existed among your members.

Look at other resources within your organization. Mentoring programs need funding, technical assistance, and other forms of community support. Explore such questions as: Can funding of mentoring efforts become a priority for your fund-raising and contributions efforts? Can your organization's training and internal development staff be made available to help mentoring programs? Do you have excess equipment you could donate to mentoring programs?

What opportunities can you make available to young people who are partnered in a mentoring relationship? Perhaps your organization has part-time or entry-level jobs for which those young people can qualify. Or, if you offer personal development and remedial skill training to your members, you might consider inviting youth to take part in that training. Another alternative to consider is contributing to a scholarship fund for young people mentored by your workers.

STEP 6

Determine how your organization's interests can best be served through participation in mentoring. Some organizations, for example, are most concerned with technical education. They might choose to mentor students in vocational or technical high schools, emphasizing skill development and apprenticeship activities. Others will wish to emphasize certain age groups, or young people with particular needs. Some may want to bring their members together in team situations to help them develop skills in working cooperatively. Others will want to participate in high visibility activities that will reinforce their image as a concerned citizen of the community.

None of these interests is inappropriate. The best efforts are those that benefit everyone who is involved: the community, the volunteers, and the sponsoring organization itself.

Developing a Plan

Approach your organization's involvement in mentoring as you would any other new organizational undertaking: by thinking strategically, by establishing a realistic goal, and by laying out a systematic plan for implementation and evaluation.

STEP 1

Set a goal for your involvement. Begin by agreeing on a goal that is measurable and achievable. Perhaps your goal is to offer every member an appropriate opportunity to become a mentor. Or, you might want to "adopt" a mentoring program in every community in which you have affiliates—providing volunteers, funding, and other types of support. As with any organization activity, a specific goal will serve as a motivating force and a means for measuring success.

STEP 2

Develop prototypes. You may wish to begin with one or more prototype programs, perhaps at your organization's headquarters office or in a sample of communities where affiliates are located. By starting small, you can experiment with different approaches, learn what works and what does not, and set examples for the rest of the organization to follow.

STEP 3

Decide how to introduce the program. Should you choose not to begin with formal prototypes, you still will need to develop a systematic way to introduce the program throughout your organization. Don't try to begin everywhere at once; doing so is likely to overburden your support capabilities and lead to problems you could easily avoid. At the same time, your introduction need not take a long time; be realistic as you would with any other organizational endeavor.

STEP 4

Present your plan to your affiliates. If your organization is like most, your affiliates have a fair degree of autonomy, especially with regard to their participation in community-service programs. Thus, you need to make clear your desire that the affiliates get involved in mentoring. Convey your belief that their involvement will enhance your organization's image in the community. Also, make clear you intend to formally recognize—and reward—their efforts.

STEP 5

Offer affiliates help in planning and implementing their efforts. Your affiliates will benefit if you offer them a step-by-step process for planning and implementing their local efforts. That process should reflect the process you and your organization's leadership will go through: from making your commitment known, to assessing local needs and resources, to developing an action plan. A key element of the local implementation process will be identifying one or more local mentoring organizations that can serve as partners.

Identifying and Providing Resources

Everyone involved in your organization's mentoring effort will require support. For instance, affiliates will need how-to information, technical assistance, and ongoing trouble-shooting. Individuals who volunteer to serve as mentors will need training so that their work is both effective and personally satisfying. Local mentoring programs or your United Way may be able to provide many support services.

Sharing information about the program with members is another way you can support your mentoring program. Use organization-wide publications, memos, and other existing forms of internal communications to share this information. Also, as noted earlier, develop a means for recognizing and rewarding those members who take part in the program.

Finally, ensure you have budgeted a reasonable amount to cover internal costs for implementing your program and to support local mentoring efforts.

Assessing and Evaluating

Before implementing your program, decide what aspects of your program you wish to evaluate. Certainly, you will want to document that your management and implementation process is both workable and highly effective. You also will want to collect and assess quantitative results, such as how many members are involved and how many young people now have mentors as a result of your efforts.

You may also want to collect information about the impact your organization's involvement is having on young people and on the members who volunteer. For example, you might want to compare how well young people scored on self-esteem or academic performance before and then again after getting involved in your mentoring efforts. In addition, through member surveys, you might want to compare how members felt toward your organization, their job, and their community before and after they became involved in mentoring. And if your mentoring efforts are designed to have high visibility in the community, you might want to measure public attitudes toward your organization both before and after you've implemented your program.

A Final Word

Throughout this kit, you will find resource materials and information on organizations that can help you implement your One to One mentoring initiative. Additionally, the staffs of One to One and United Way of America are prepared to help in every way to support your efforts—by sharing information, providing technical assistance, and encouraging networking among the national partners.

No one approach or model exists that is "right" for every national partner. As noted earlier, you will need to develop a program that fits your organization's specific needs and interests. Indeed, the diversity that will result when each national partner forges a unique approach will serve to strengthen the mentoring concept.

Your commitment, your caring, and your creative energy will determine our partnership's ultimate success. Thank you for joining in this critically important new movement. One to One, we can make a difference.

Mentoring Involvement Options

Your involvement in the National One to One Mentoring Partnership can span a wide range of activities—from developing a highly organized mentoring initiative throughout your entire organization, to supporting existing mentoring programs, to recruiting individual mentors. While you are strongly encouraged to help recruit mentors, any form of support you give will provide mentoring organizations with much-needed resources.

In this section, you will find suggestions for ways to get involved, along with names, addresses, and brief descriptions of resource organizations.

Developing Mentor Opportunities

☐ Develop an apprenticeship program in which mentors teach youth valuable workplace skills.

☐ Enhance young people's understanding of their heritage and culture by linking them with mentors of similar ethnic backgrounds, who are members of ethnic organizations.

☐ Improve the parenting skills of adolescent parents by linking the adolescents with adult parents or with professionals who work with children, such as nurses, social workers, and child-care providers.

☐ Initiate a mentoring program that involves teachers who can identify students at risk of academic failure and who can provide assistance to those students.

☐ Establish a "sister church" with an inner-city congregation to provide mentors to inner-city youth.

☐ Initiate a program that matches mentors with youth who frequent a nearby neighborhood center.

☐ Recruit a membership-based professional organization to provide mentors who can teach life skills to disadvantaged youth living in a specific housing area or neighborhood.

☐ Mix mentoring with entrepreneurial opportunities. For instance, a horticulture group could develop mentor relationships with young people while growing plants for the young people to sell.

☐ Brainstorm with your fellow workers to identify other mentoring opportunities that help fulfill your organization's mission.

Recruiting Mentors

☐ Arrange for local mentoring organizations to provide presentations on their programs to your employees/members.

☐ Work with local school systems to support scholastic mentoring programs.

☐ In your company/member publications, run stories about individuals who mentor, as well as articles designed to recruit people to serve as mentors.

☐ Provide some form of released time for employees who volunteer as mentors.

☐ Incorporate a mentoring strategy into community outreach projects.

☐ Invite mentors to talk with your employees or members about their experience. Also, provide an opportunity for a youth to offer his or her perspective on mentoring.

☐ Urge local churches to initiate a "call to mentoring" from the pulpit.

☐ Ask employees or members who are mentors—or who were mentored as youth—to give a testimonial.

☐ Reach out to non-traditional mentors, such as elderly individuals or non-working parents.

☐ Bring mentoring to the attention of your professional and business colleagues.

Providing In-Kind Support

☐ Offer your facilities for mentoring activities or meetings.

☐ Provide public-service advertising space/time for programs recruiting mentors.

☐ Run mentoring articles in your publications.

☐ Provide technical support for mentoring programs, such as equipment, or the teaching of computer skills or life skills.

☐ Arrange recreational and cultural opportunities for youth program participants.

☐ Donate equipment or transportation for group mentoring outings.

☐ Serve on the board of a mentoring organization.

☐ Provide professional services, such as legal aid or accounting, for a mentoring program.

☐ Donate food for a mentoring group event.

☐ Provide loaned executive services to a mentoring program.

☐ Donate in-kind services such as printing, copying, or communications to a mentoring program.

☐ Write a story, script, or a song about mentoring.

Offering Financial Support

☐ Make a grant to a mentoring program.

☐ Underwrite a recreational or cultural activity for a mentoring program.

☐ Sponsor a seminar on "how to be a mentor."

☐ Fund a mentor training program.

☐ Encourage employees/members to make personal donations to mentoring organizations.

☐ Provide matching gift opportunities to mentoring organizations.

☐ Underwrite the development of promotional and communication tools for mentoring programs.

☐ Dedicate the proceeds of your next fund-raising event to a mentoring program.

Exploring Other Ideas

☐ Write a letter to the editor, extolling the value of mentoring.

☐ Attend fund-raising activities for local mentoring programs.

☐ Provide media with mentoring success stories.

☐ Nominate mentoring programs and volunteers for volunteer recognition awards.

☐ Refer youth in need of a caring, one-to-one relationship to a mentoring program.

☐ Encourage your community to assess the need for mentoring resources.

☐ Convene community mentoring groups to assess the local need and capacity for programs.

☐ Identify entrepreneurial opportunities for mentoring programs.

☐ Convene a community mentoring "Leadership Council."

Selected Mentoring "How-To" Resources

The Abell Foundation, Inc. *Mentoring Manual: A Guide to Program Development and Implementation.* Baltimore: The Abell Foundation, 1989.

Campus Compact. *At-Risk Youth and the Role of College and University Students.* Providence, R.I.: Campus Compact, 1988.

Campus Partners in Learning. *Campus Partners in Learning Resource Manual for Campus-Based Youth Mentoring Programs.* Providence, R.I.: Campus Partners in Learning/Campus Compact, 1990.

Flaxman, Erwin; Carol Ascher; and Charles Harrington. *Youth Mentoring: Programs and Practices.* New York: ERIC Clearinghouse on Urban Education, 1988.

Freedman, Marc. *Partners in Growth: Elder Mentors and At-Risk Youth.* Philadelphia: Public/Private Ventures, 1988.

Fennimore, Todd, and Sandra G. Pritz. *The Helping Process Booklet for Mentors.* Ohio State University: The National Center for Research in Vocational Education, 1988.

Florida Department of Education. *Senior Mentors for Creative Students—Training Manual.* Tallahassee, Fla.: Office of Citizen Involvement, Florida Department of Education, 1988.

Newman, Michael. *Beginning a Mentoring Program.* Pittsburgh: One PLUS One, 1990.

Partnership Academies Mentor Program. *Mentor Handbook 1988-1989.* Oakland, Calif.: Oakland Unified School District, 1988.

Polit, Denise; Janet Quint; and James A. Riccio. *The Challenge of Serving Teenage Mothers: Lessons From Project Redirection.* New York: Manpower Demonstration Research Corporation, 1988.

Public/Private Ventures. *Youth Motivation: At-Risk Youth Talk to Program Planners.* Philadelphia: Public/Private Ventures, 1988.

United Way of America and One PLUS One. *Youth Mentoring Directory.* Alexandria, Va.: United Way of America, 1990.

United Way of America and The Enterprise Foundation. *Partnerships for Success: A Mentoring Program Manual.* Alexandria, Va.: United Way of America, 1990.

U.S. Department of Education. *One on One: A Guide for Establishing Mentor Programs.* Washington, D.C.: U.S. Department of Education, 1990.

Walker, Jennifer, and Karen Moscow. *Immigrant and Refugee Tutoring Programs: A D.C. Schools Project Handbook "Tutoring and Befriending."* Washington, D.C.: Georgetown University Center for Immigration Policy and Refugee Assistance, 1989.

Walsh, Joan. *Connections: Linking Youth With Caring Adults.* Oakland, Calif.: Urban Strategies Council, 1989.

Where to Turn for Help

The strategies of One to One are being implemented in partnership with United Way of America, with assistance from local United Ways. If you need information on local mentoring programs, the United Way in your community can help. United Way can also help provide information on community needs, referral services, and volunteer training and placement. If you do not have a United Way in your community, contact United Way of America.

The following three organizations are devoting specific staff and resources to expand the capacity of organizations and individuals to become involved in mentoring activities. Together they are planning a national mentoring conference and working with representatives from national and local mentoring organizations to develop a mentor training curriculum, principles of responsible mentoring, and an information clearinghouse of mentoring practices. Each organization can provide additional assistance and referrals to help you develop a mentoring program.

One to One
2550 M Street, N.W.
Suite 500
Washington, D.C. 20037
Phone (202) 862-0121
Fax (202) 728-0935
Contact: Vania J. Leveille, Project Director

A partnership formed in 1989 between business and the voluntary sector, the One to One mentoring initiative involves dual strategies: the national One to One mentoring partnership described in this document, and local leadership councils which work within communities to develop local strategies for increasing and supporting mentoring initiatives. One to One can provide consultation and technical assistance in the development of mentoring and entrepreneurial initiatives.

United Way of America
701 North Fairfax Street
Alexandria, Va. 22314-2045
Phone (703) 836-7100
Fax (703) 683-7840
Contact: Cynthia Coy, Project Coordinator, National Mentoring Initiative

United Way of America, with its network of 2,300 United Ways in communities across the nation, can provide consultation, technical assistance, referrals, and products to assist in the development of mentoring initiatives. Also available through United Way of America is the Community Service Network (CSN), a collaborative computer data base with detailed information on successful community-service projects, and Match Point® computer software. Match Point, applicable to community- and corporate-based volunteer programs, can be used for matching volunteers, record keeping, volunteer profiles, and more.

WQED
National Media Outreach Center
Project Literacy U.S. (PLUS)
4802 Fifth Avenue
Pittsburgh, Pa. 15213
Phone (412) 622-1491
Fax (412) 622-6413
Contact: Ricki Wertz, National Outreach Director

Project Literacy U.S. (PLUS), a major literacy outreach campaign developed by the Public Broadcasting System (PBS) and the American Broadcasting Corporation (ABC), recently developed a new project on mentoring, One PLUS One.

One PLUS One convenes national mentoring conferences, develops local collaboratives of mentoring organizations—the National Mentor Network, links businesses with National Mentor Network contacts and One to One, provides mentoring video and print resources for the National Mentor Network contacts, publishes a quarterly bulletin to highlight mentoring activities across the nation, and heightens awareness of the role of mentoring through television and radio public-service announcement campaigns.

Mentoring Case Studies

CASE STUDY #1— PROJECT RAISE

Project RAISE (Raising Ambition Instills Self-Esteem) is based in Baltimore, Maryland, and has been called one of the most ambitious and innovative mentoring programs in the country. This public-private partnership is designed to decrease the dropout rate and improve the chances for success of inner-city kids who attend public school.

Project RAISE is designed to create, on a large scale, sustained, caring mentoring relationships with at-risk youth. Project RAISE's sponsors are primarily community-based organizations, such as churches and businesses. These sponsors have agreed to a seven-year commitment. During that time, these sponsors have agreed to recruit volunteer one-to-one mentors for seven groups of approximately 60 children, beginning in sixth grade and continuing through high school. The sponsors have also agreed to provide paid, school-based program coordinators for the children.

Many programs across the country involve some aspects of RAISE. RAISE makes an intensive, sustained commitment to high-risk children—a commitment that combines paid and volunteer interventions. Project RAISE sponsors believe that by building the children's self-esteem and academic success, they can help reduce harmful situations such as teen pregnancy, substance abuse, and delinquency.

RAISE was conceived in 1988 as a variation on multi-millionaire Eugene Lang's "I Have a Dream" success story. In 1981, Lang adopted 61 Harlem sixth-graders, offering to finance their college educations if they completed high school. Of the 51 "adoptees" remaining with the program, 36 have gone on to college. Lang and others attribute this success to the personal attention and caring given the children by Lang and a full-time, paid staff person.

The School-Based Advocate

In the RAISE program, the school-based program coordinator is a combination counselor, friend, and role model. With a caseload of approximately 60 students, this advocate monitors attendance, grades, and behavior; seeks to build trusting relationships; and serves as a troubleshooter. At the same time, the advocate maintains contact with parents and school personnel and works closely with the sponsoring organization and mentors. The advocates keep mentors apprised, on a continuing basis, of the students' progress in school and elsewhere.

The Sponsors

Project RAISE's diverse group of sponsoring organizations includes two churches, Church of the Redeemer, which is predominantly white, and New Shiloh Baptist Church, predominantly black; two colleges, Goucher College, a women's college, and Morgan State University, a historically black institution; Alpha Phi Alpha, a predominantly black fraternity; and two large businesses, Maryland National Bank and T. Rowe Price Associates.

Each sponsor has pledged to work with an entire class, beginning in sixth grade and continuing through the end of high school, and to contribute $10,000 annually to the mentoring effort. By adopting an entire class, rather than individual students, the sponsors hope to foster a greater sense of community.

RAISE is designed flexibly to allow each sponsor to tailor its mentoring effort to its own institutional mission and needs. While the project has a few core requirements, it has allowed each sponsor to determine its own mentoring goals, structure, and activities.

Sponsors recruit mentors from among their own membership ranks, their members' families and friends, and from other sources in the community. Once they have recruited potential mentors, the sponsors work with the school-based program coordinators to make appropriate matches between mentors and students. Sponsors determine these matches based on informal contacts with and information exchanges about the individual mentors and students. Students' participation in the program is voluntary, with parental permission required.

In addition to their other support, the sponsors often arrange monthly events that the students and mentors can attend together. Such events might include trips to the museum or zoo, athletic events, roller skating, or movies.

The Mentors

Mentors serve a variety of roles: they provide academic support, boost students' self-esteem and confidence, and serve as positive role models. Mentors also maintain weekly contact with their students, making sure they meet face-to-face at least once every two weeks. As part of that contact, mentors might tutor students, take part in recreational or cultural activities, and attend personal development workshops with students (covering topics such as adolescent sexuality and substance abuse). And throughout the school year, mentors attend regular training workshops, to share their experiences, gain added insight, and deepen their involvement in the program.

The project puts a high premium on intensive mentor training, monitoring, and support. A manual guides Project RAISE mentors in their work. The manual counsels mentors to point the way "toward the kinds of actions, discipline, and values that make for success and happiness in life" and help their students "to see and strive for wider possibilities in their lives."

In addition to providing a formal manual, Project RAISE offers strong support to mentors in other ways. Mentors receive a comprehensive orientation and ongoing training. A key goal of the training is to make the mentors conscious of unreasonable expectations they might have for their students. Through

role-playing exercises, mentors are also instructed how to appropriately address the socioeconomic differences that may exist between the mentors and the youth they work with. For instance, mentors learn how to respond if their students were evicted from their homes. And, through free association, mentors uncover the stereotypes they associate with the terms "poor," "unemployed," "no father," and even "black." They learn how to build a relationship with children on the verge of adolescence—children who do not often grab at the opportunity to be tutored, according to a Project RAISE staff member.

Success Is Apparent

In its first full year, ending June 1989, Project RAISE made notable progress, as cited in an evaluation conducted by Johns Hopkins University's Center for the Social Organization of Schools. The study compared RAISE sixth-grade students to non-RAISE sixth-graders in the same core middle schools. The study found that the RAISE students had fewer grade repeats and lower absentee rates.

The Abell Foundation has been the catalyst for the development of RAISE and lead funder of the project. It has made separate seven-year commitments to the first phase of the project, RAISE I, and to a second one, RAISE II, which is now under way. In addition, the Abell Foundation provides funds to the Baltimore Mentoring Institute, a nonprofit agency which administers RAISE. (The Fund for Educational Excellence operated RAISE until the creation of the Baltimore Mentoring Institute, and it continues to play an active role in program development.) Other groups, including the Caplan Family Trust and the Straus Foundation, also have made substantial seven-year commitments.

CASE STUDY #2—PROJECT CONTINUED SUCCESS

Developed in 1985 in Cincinnati, Ohio, Project Continued Success (PCS) is an educational partnership between employees at GE Aircraft Engines and students at Aiken High School. The program encourages students to continue their education beyond high school by providing them with positive role models and the sharing of personal experiences. Since the program's inception, the number of students continuing their education has risen significantly—from 3 in 1985 to 73 in 1990.

Like most public schools, Aiken has its share of challenges:

- A high dropout rate.
- Students whose families live below the poverty level.
- Insufficient parental involvement.
- A general lack of community support.

PCS is committed to recognizing that each student is unique. Therefore, the program seeks methods to meet students' individual needs and help them become successful, highly educated, and productive citizens.

PCS is presently focusing on high school seniors and juniors. At the same time, the program recognizes that reaching students at an earlier grade level can help ensure greater success.

Teachers and counselors recommend students to PCS based on the students' scholastic aptitude, potential, and interest in continuing their education. For any program to succeed, all parties involved must make known their commitment to that program. Therefore, PCS requires that students and their parents sign an agreement to support the program initiatives.

After having their applications screened by the GE Elfun Society and after receiving a brief orientation, mentors are matched with students. Matches are based on students' career interests, educational background, and other special interests. Once matched, the students and mentors establish the "ground rules" for their relationships. PCS encourages mentors and students to be in contact with each other at least once a month for three to four hours.

Kathy Kaplan is the director of PCS. She notes that the program's success hinges on the commitment and cooperation of key elements: school administrators, teachers, parents, volunteers from the community, local businesses, and the mentors. Together, these key participants help students:

- Prepare for college entrance exams.
- Explore college and career options.
- Determine what financial assistance is available and how to apply for it.
- Learn the skills needed to survive in college.
- Remain in college once they have begun.

To supplement the mentor/student interaction, PCS offers a series of workshops on topics such as resume writing, goal setting, time management, self-awareness, and social skills. This combination of academic preparation, individual attention, and specialized training allows the mentors and their students to develop a bond that transcends the high-school experience.

Over the past four years, 260 mentors have worked with students at Aiken High School. With the funding provided by the GE Foundation, Project Continued Success expects to expand enough to realize one of its major goals—to double the number of college-bound students.

According to Kathy Kaplan, the program's continued success lies in the fact that school administrators, parents, community/business volunteers, and mentors have dual roles and responsibilities: to assist students in preparing for success in college and in life.

Youth in Crisis

A number of anecdotal and statistical references illustrate the crisis in youth development. This section provides examples.

"Today's youth are growing up in an increasingly changing and uncertain world. Families and neighborhoods often do not provide the stability and value reinforcement that enable young people to gain a sense of identity as achieving and contributing members of the community. This is especially true for urban and minority youth."—*National Collaboration for Youth*

"We can no longer ignore the fact that a growing number of our youth are unprepared to be productive members of society. Study after study produces statistics that point to this stark and troubling reality. In fact, it can be said that the scope of this problem has reached crisis proportions."—*National Collaboration for Youth*

"In the past, we as a society appear to have been all too willing to write off a portion of our youth who were unable to enter into the work force, support their families, and enjoy the benefits of our affluent society. As the overall numbers of youth decline, however, we can no longer afford to squander the talents of these young people. The inescapable fact is that in order for our economy to continue to grow, the youth we regard as 'at risk' will be needed to fill the jobs of tomorrow. Unfortunately, nearly half of these young people will lack the necessary skills to meet the increasing demands of the workplace. Instead, they will enter the ranks of the unemployed and working poor who comprise the permanent underclass of our society."—*National Collaboration for Youth*

School Dropouts

"The issue of school dropouts is no longer a matter of concern only to educators, youth advocates, and the families of failing students. Most new jobs in the year 2000 will require a work force whose median level of education is 13.5 years. That means, on average, that the workers who fill tomorrow's jobs will need some college-level training—not to enter the executive suite, but just to qualify for the first rung on the employment ladder. In other words, jobs that require little education are disappearing, in spite of the rapid expansion of the service sector.

"This situation is particularly alarming in view of the large number of young people who do not complete high school and those present and future workers who have limited basic reading, writing, and arithmetic skills. The implications of this are distressing. Clearly, the fate of our society rests heavily on our ability to educate and train a competent and qualified work force to meet the changing needs of the workplace and a growing economy."
—*National Collaboration for Youth*

- One out of four students who enter high school this year will not graduate four years from now. Each year's class of dropouts will, over their lifetime, cost America about $260 billion in lost earnings and forgone taxes.
  —*Kettering Foundation and National Collaboration for Youth*
- About 1 million young people drop out of school each year. In June 1986, 2.6 million students graduated from high school; yet there were 3.6 million 17-year-olds in the population.
  —*National Collaboration for Youth*
- American industry will have to spend as much as $25 billion yearly on remedial education.
  —*National Collaboration for Youth*

Functional Illiteracy

"There is more than one literacy problem in the United States. The one receiving most media attention is the painful problem of those adolescents and adults who can barely read or write. A much larger, more intractable problem is that millions of young adults are functionally illiterate; that is, they can read and write, but not well enough to meet the rising literacy demands of our increasingly complex and technological world."
—*National Collaboration for Youth*

- Seven out of ten high school students cannot write an effective letter seeking employment or information.
  —*National Collaboration for Youth*
- Three out of five 20-year-olds cannot read a map or add up their lunch bill.
  —*National Collaboration for Youth*
- 68 percent of those arrested, 85 percent of unwed mothers, 85 percent of dropouts, 72 percent of unemployed young people are functionally illiterate—and one out of every eight 17-year-olds cannot read and write at the sixth-grade level.
  —*National Collaboration for Youth*

Youth Unemployment

"Up to one-third of our at-risk youth will face a life of chronic unemployment, welfare dependency, drug and alcohol abuse, and crime. These are also the same children who have children, many of whom will grow up in poverty and face the same bleak future. In short, they will join the permanent underclass of young people who are trapped in a cycle of dependency and failure.

"The magnitude and concentrated nature of youth unemployment cannot be blamed on the business cycle or the normal job instability of youth. Rather, it is due to the widening gap between the level of basic skills of youth entering the labor force and the level of basic skills necessary for the jobs of today and tomorrow."
—*National Collaboration for Youth*

- As of June 1989, the unemployment rate for all youth aged 16-19 was 15.6 percent; for whites, it was 13.0 percent, and for black youth, the unemployment rate was 36.5 percent.
  —*National Collaboration for Youth*
- More than 16 percent of teenagers looking for jobs are unable to find one. For black teens, the figure is more than one out of three. Those who remain unemployable will be unable to pay taxes, contribute to Social Security, or support themselves in today's society.
  —*Kettering Foundation and National Collaboration for Youth*
- Today's unemployed youth are less prepared for the workplace in terms of skills, attitudes, experience, and understanding. The New York Telephone Company tested 57,000 applicants for entry-level jobs before finding 2,000 who qualified. The Motorola Company found that only 20 percent of its applicants can pass a simple seventh-grade English comprehension or fifth-grade math test.—*National Collaboration for Youth*

Poverty

- One out of every five children under age 18 lives in poverty.
  —*Kettering Foundation*
- Half of all teenage mothers remain single parents and are likely to live in poverty. Eighty-five percent of black and 72 percent of white female-headed households with mothers under 25 raise their children in poverty.
  —*National Collaboration for Youth*

Teenage Pregnancy

"The teen pregnancy rate in the United States is one of the highest in the Western world. It is more than twice that found in England, France, or Canada; almost three times as high as Sweden; and seven times that found in the Netherlands. Why are pregnancy rates among American adolescents so high?

"What is the magnitude of the problem? One out of every 10 women aged 15-19 in the United States becomes pregnant each year, a proportion that has changed little during the past 15 years. This adds up to more than 1 million pregnant U.S. teenagers each year—an increasing percentage of whom are 14 years old and younger. In 1985, almost half of these 1 million young people had their babies, 427,000 had abortions, and an estimated 142,000 had miscarriages."
—*National Collaboration for Youth*

- Teen pregnancy costs American taxpayers over $19 billion per year for cash assistance, food stamps, and medical care.—*Children's Defense Fund and National Collaboration for Youth*
- Half of all teenage mothers will never complete high school, less than 40 percent have jobs, and over half end up on welfare.—*National Collaboration for Youth*
- In the year 2000 and beyond, unless circumstances change, nearly 400,000 teenage girls ages 15-17 and another 600,000 older teenagers will become pregnant each year.—*National Collaboration for Youth*
- Pregnancy is the most common reason cited why young women drop out of school.—*National Collaboration for Youth*

Substance Abuse

"Alcohol and other drug use cuts across all social, racial, gender, economic, and ethnic lines. It has reached epidemic proportions in our schools, on our streets, and in our neighborhoods across the nation. Cumulatively, Americans consume 60 percent of the world's production of illegal drugs and spend over $100 billion a year in the process—more than the total net sales of General Motors."

"The costs to society of alcohol and other drug use are enormous. Equally important are the economic and social costs of lost human potential due to death and disrupted lives. One recent report estimates that alcohol and other drug use costs the nation over $175 billion a year in deaths, injuries, traffic crashes, and health-care costs. In fact, alcohol-related highway deaths are the number-one killer of 15-24 year olds. More than half of all adolescent suicides are alcohol and other drug-related."
—*National Collaboration for Youth*

- The United States has the highest rate of teen alcohol and drug abuse of any industrialized nation, with children of increasingly younger ages trying drugs and falling prey to the drug subculture that surrounds them.
—*National Collaboration for Youth*
- As of 1988, almost one of every five youngsters aged 12-17 had tried marijuana. Among young adults aged 18-25, 56 percent, or almost 17 million, had tried marijuana. In each age range, more than 20 percent, or almost 6 million, had used cocaine.
—*National Collaboration for Youth*
- More than half of the seniors of the class of 1988 had used an illegal drug by the time of their graduation.
—*National Collaboration for Youth*

Juvenile Crime

- Homicide is the second leading cause of death for 15-24 year olds in the United States, claiming 5,552 lives in this age range in 1986. Only motor vehicle accidents claimed more lives. It is the fourth leading cause of death for 1-4 and 5-14 year olds. —*National Collaboration for Youth*
- There were more than 1.7 million arrests of minors in 1987. This is more than one arrest for every ten juveniles aged 14-17 in the United States. —*National Collaboration for Youth*
- More than 500,000 young people were held in public detention facilities in the United States at some time during 1987. —*National Collaboration for Youth*
- The average cost of housing one youth in a public juvenile facility is $27,000 per year. —*National Collaboration for Youth*

Child Abuse

- Every day in America, 1,849 children are abused or neglected. —*Children's Defense Fund*
- In a recent national survey of judges conducted by the National Council of Juvenile and Family Court Judges, respondents cited abuse and neglect as key factors in at least 70 percent of their caseloads. —*National Collaboration for Youth*
- In a study of delinquents and non-delinquents, a history of abuse and/or family violence was the most significant variable in predicting membership in the delinquent group. Compared to their non-delinquent peers, delinquent adolescents were also more likely to suffer subtle forms of neurological impairment and severe psychiatric symptoms, and to have learning disabilities. —*National Collaboration for Youth*

Runaways

- About 1.5 million young people run away every year, and 200,000 stay away. —*Kettering Foundation*
- Up to 70 percent of runaway youth report having been physically or sexually abused, and 40 percent leave because of other family problems, such as parental alcoholism or family conflict. —*National Collaboration for Youth*

Resources

Making the Grade: A Report Card on American Youth. National Collaboration for Youth, 1989.

Not Making the Grade. National Collaboration for Youth, 1989.

Growing Up at Risk. Kettering Foundation, 1989.

A Vision for America's Future. Children's Defense fund, 1989.

NATIONAL COLLABORATION FOR YOUTH: American Red Cross; Big Brothers/Big Sisters of America; Boy Scouts of America; Boys & Girls Clubs of America; Welfare League of America; 4-H; Future Homemakers of America; Girl Scouts of the U.S.A.; Girls Inc., The National Network of Runaway and Youth Services; The Salvation Army; United Neighborhood Centers of America; YMCA of the U.S.A.; YWCA of the U.S.A., National Board.

By 1995, every young person who might benefit from a mentoring relationship will have the opportunity to be matched with a caring partner.